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ABSTRACT

A manual for assessing the effectiveness of a secondary school, taking differences in the school's resources into account, is presented. The Pennsylvania State Board of Education established the Bureau of Educational Quality Assessment which developed a measurement package in Phase I. Field tests were conducted on grade 11 students in 1968 in 100 pilot schools in Phase II. Students were tested on progress in relation to 10 educational goals adopted by the state, and the schools were stratified according to building enrollment and average per-pupil expenditure for education. The ten educational goals identified were Self Understanding; Understanding Others; Basic Skills-Verbal; Basic Skills-Math; Interest in School; Citizenship; Health Habits; Creative Potential; Creative Output; Vocational Development; Appreciating Human Accomplishment; and Preparing for a Changing World. The actual assessment of the schools began in Phase III. The assessment includes information on pupil achievement, teacher questionnaires, a school information form filled out by administrators and the Bureau of Statistics files. Predictions are made of what performance should be expected of students by using regression analysis of school condition variables. Schools are then rated according to how the student achievement relates to the predicted scores. (DJ)

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Educational Quality Assessment

Manual for Interpreting Secondary School Reports

1972-73

Pennsylvania Department of Education
September 1972

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Manual for Interpreting Secondary School Reports

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by William W. Burson, Research Associate
Bureau of Educational Quality Assessment
Pennsylvania Department of Education
September 1972

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INTRODUCTION

This manual is designed to aid the school administrator and staff in the interpretation of the assessment report. It gives a condensed version of the history of educational quality assessment in Pennsylvania, and although it is not intended to be a technical report, the manual gives some general statistical background of Pennsylvania's assessment plan to complement the individual report for each participating school.

In the past the judgment of the quality of a school program has often been determined by proxy measures such as the physical plant facilities, the percentage of graduates going to college, the number of Merit Scholars and other factors which, although they may suggest the quality of the educational product, do not control for differing surrounding conditions and may mistakenly or unjustly give the school blame or credit. In short, we have been quick to judge but slow to devise adequate criteria for judging.

To carry out a broader-based plan of educational assessment, people must agree on the goals of education, yardsticks by which to measure them, and a means of controlling for the vast differences in the resources or *"inputs"* among schools in the state--or even within a district.

In the Commonwealth of Pennsylvania the goals were determined by the State Board of Education. Rather than restricting themselves to just basic skills--the reading, writing, arithmetic approach--the goals encompass the affective domain as well, recognizing a broader mission for the schools--that of educating the whole child.

It was decided that the best way to measure the quality of education in a school was to assess the product, i.e., the students themselves. Recognizing the unfairness of comparing a well-equipped school with experienced, well-paid teachers to its polar opposite, differences in resources [as many as 44] were taken into account.

To interpret a school report, the school personnel must thoroughly acquaint themselves with the goals, the dimensions measured on each goal instrument, the condition variables measured and the method used plus the form in which these results are reported for each school. It is the purpose of this manual to assist in the acquisition of this knowledge.

BACKGROUND

The Pennsylvania plan of assessment had its legal beginning in 1963 with the passage of Act 299 which required the State Board of Education to

> *develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program.*

To carry out these mandates the State Board of Education Committee on Quality Education, after conferring with civic and professional leaders from throughout the state, adopted the following as the 10 goals of quality education.

I. Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

II. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

III. Quality education should help every child acquire to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

IV. Quality education should help every child acquire a positive attitude toward the learning process.

V. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

VI. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

VII. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII. Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

IX. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

X. Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

PHASE I

In June 1967 the Bureau of Educational Quality assessment was created to translate the mandates and the 10 goals into a workable plan of assessment.

The primary purpose of Phase I was development and field-testing of a measurement package. Measurement instruments for the goals were selected in some instances from previously published tests. In other areas new tests and questionnaires were developed by EQA Bureau staff in cooperation with the Bureau of Research and national testing firms.

In April 1968 the measurement package was pilot-tested in 100 schools in the Commonwealth. The elementary school package was administered to 1413 5th graders and the high school package to 1285 11th graders.

After the initial field-testing, items from the questionnaire were analyzed, reworded or deleted. Testing procedures in the schools were also refined. Table 1 summarizes the characteristics of the final assessment instruments.

Furthermore, surrounding conditions differ-in the home, the school and the community--and impose unavoidable constraints on what a school can accomplish with its pupils. Recognizing that schools operate within the limits of vastly differing conditions, these differences in programs and resources, both teacher and student, had to be identified and measured. Phase I was designed to measure relationships among what pupils bring with them, what the community, school and staff can offer, and what pupils achieve.

TABLE 1
GRADE 11 SUMMARY OF INSTRUMENTS

GOAL	DIMENSIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
I Self Understanding	Control of environment--confidence in one's ability to fulfill ambitions. Self-confidence in personal attributes--feelings of self adequacy. Achieving in school--one's role or image in school situation. Relating to others--one's relationship with parents and impression on others.	C	54	54-108
II Understanding Others	Interaction with those who differ from themselves in: Race Religion Economic status	B	22	22-110
III-V Basic Skills: Verbal	Verbal analogies.	LPL	30	0-30
III-M Basic Skills: Math	Mathematical computations. Mathematical concepts.	LPL	30	0-30
IV Interest in School	Perception of the school climate--attitudes about teachers, school facilities and course offerings. Attitude toward school assignments--opinions about homework, reading, writing and studying. Perception of the learning process--attitudes about teachers.	D	28	28-140
V Citizenship	Situational ethics--what one would do when confronted with cheating, rule-breaking, losing or finding articles, and helping others. Attitudes toward personal responsibility issues--what one's attitude is toward cheating, rule-breaking, etc. Concern for democratic prinicples--opinions on civil rights, freedom of speech, etc. Initiative in advocating change--would one criticize established order to effect change.	F	44	44-220
VI Health Habits	Knowledge of desirable health habits in personal, family, community, mental and dental health; safety and first aid; infection and disease; nutrition; exercise, rest and recreation; drinking, smoking and narcotics.	A	75	75-150

TABLE 1 (continued)
GRADE 11 SUMMARY OF INSTRUMENTS

GOAL	DIMENSIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
VII-P Creative Potential	Self-evaluation of one's capacity for self-direction, flexible thinking and willingness to take risks. Students reveal their degree of openness to new or different ideas.	E	20	20-100
VII-O Creative Output	Students indicate whether they have been involved in and received recognition for creative activities in the arts, science, organization of human affairs, development and exercise of salable skills.	J	116	116-314
VIII Vocational Development	Perception of work and satisfactions derived therefrom. The role choice plays in occupational planning. Independence from parents in making work decisions. Attitudes toward work in which helping others is the focal point.	G	50	50-100
IX Appreciating Human Accomplishments	Students indicated the importance to them and whether they wanted to participate actively or passively in politics, science, sports, literature, art, music and theater. Students identify field for which various noted people have received recognition.	H	77	77-210
X Preparing for a Changing World	Students were asked to project themselves into the future and indicate their degree of comfort with sweeping changes in societal regulations, particularly those related to schooling.	I	29	29-145

PHASE II

To provide normative standards on a state representative sample, Pennsylvania schools were stratified according to building enrollment and the average per-pupil expenditure for education in the county. The field-tested and refined measurement packages [Table 1] were administered to students in 5th and 11th grades of schools randomly selected within these strata. This normative sample from 268 school districts represented 10 per cent of the student population in grades 5 and 11--20,000 students and 17,000 students, respectively, in 355 elementary and 73 high schools. School mean scores, student distributions and item distributions were calculated and norms established.

In each goal area the school mean is calculated by computing the average raw score of all 11th grade students in that school who completed the questionnaire or test. These school means are then rank ordered [high to low] and then divided into 100 equal parts or percentiles [Table 2]. Each part has an equal number (one per cent) of the total scores. For example, if a school mean score on Self Understanding was 89.56, the school would rank in the 65th percentile--65 per cent of the schools in the normative sample had lower scores, 35 per cent had higher scores.

In addition to the items designed to measure pupil performance on the 10 goals, students answered questions about their family background, their interests and the accessibility of school resources. At the same time teachers anonymously completed a questionnaire [Appendix A] to assess their backgrounds, classroom practices and attitudes. Teacher data on file with the Bureau of Statistics were tapped. In addition, building administrators replied to a form [Appendix B] requesting information about the school and the community it serves.

Table 2

PENNSYLVANIA SCHOOL NORMS - GRADE 11

PERCENTILE DISTRIBUTION	Percentile Rank	INSTRUMENT												Percentile Rank
		SELF UNDERSTANDING	UNDERSTANDING OTHERS	BASIC SKILLS: VERBAL	BASIC SKILLS: MATH	INTEREST IN SCHOOL	CITIZENSHIP	HEALTH HABITS	CREATIVE POTENTIAL	CREATIVE OUTPUT	VOCATIONAL DEVELOPMENT	APPRECIATING HUMAN ACCOMPLISHMENTS	PREPARING FOR A CHANGING WORLD	
	Above													Above
	95	91.59	94.73	19.40	21.04	99.42	175.86	126.64	62.95	141.33	85.36	165.05	110.03	95
	90	90.79	93.86	18.57	19.81	97.77	173.69	125.90	62.29	139.97	84.99	163.20	109.12	90
	85	90.41	93.14	18.08	19.58	96.66	172.45	125.23	61.89	139.28	84.73	161.92	108.50	85
	80	90.18	92.84	17.58	19.35	95.54	171.78	124.65	61.69	138.83	84.56	161.36	108.14	80
	75	89.96	92.55	17.08	19.12	94.84	171.10	124.19	61.48	138.38	84.39	160.81	107.78	75
	70	89.74	92.26	16.83	18.91	94.39	170.43	123.73	61.28	137.94	84.22	160.27	107.41	70
	65	89.56	91.95	16.58	18.72	93.95	169.68	123.26	61.06	137.49	84.10	159.80	107.04	65
	60	89.38	91.63	16.34	18.53	93.50	168.89	122.62	60.82	137.05	83.99	159.33	106.65	60
	55	89.20	91.31	16.17	18.35	93.11	168.10	121.95	60.58	136.70	83.87	158.8-	106.26	55
	50	89.02	91.10	16.05	18.18	92.78	167.38	121.41	60.35	136.48	83.78	158.42	106.02	50
	45	88.82	90.90	15.92	17.98	92.44	166.75	121.06	60.09	136.21	83.64	157.98	105.50	45
	40	88.61	90.69	15.80	17.81	92.11	166.12	120.71	59.84	135.96	83.46	157.54	105.13	40
	35	88.41	90.48	15.67	17.63	91.78	165.49	120.35	59.58	135.72	83.26	157.11	104.77	35
	30	88.20	90.25	15.55	17.46	91.44	164.77	120.00	59.31	135.47	83.06	156.69	104.41	30
	25	87.88	89.96	15.42	17.26	90.96	163.93	119.50	59.03	135.14	82.87	156.29	103.93	25
	20	87.52	89.67	15.00	17.01	90.48	163.07	118.96	58.75	134.82	82.69	155.88	103.32	20
	15	87.13	89.38	14.57	16.76	90.00	162.16	118.41	58.43	134.49	82.51	155.47	102.72	15
	10	86.71	88.79	14.15	16.51	89.36	161.11	117.63	58.09	134.16	82.07	154.61	101.94	10
	5	86.19	88.11	13.68	15.28	88.02	160.06	116.77	57.68	132.34	81.33	153.49	100.97	5
	Below													Below
STATE MEAN		88.94	91.30	16.25	18.16	93.28	167.64	121.56	60.31	136.83	83.61	158.71	105.71	
STANDARD DEVIATION		1.58	1.91	1.66	1.66	3.67	5.18	3.29	1.69	2.69	1.21	3.35	2.98	

PHASE III

Phase III, the actual assessment of schools, began in the fall of 1970 with the participation of 110 school districts selected on a first come, first served basis from the more than 300 districts that requested assessment. The overwhelming response has forced the bureau, because of budget restraints, to turn away districts every one of the three years Phase III has been in operation. The following numbers describe the scope of assessment in Pennsylvania to date:

School year	#districts	#schools	#students
1970-71	110	533	50,000
1971-72	49	225	23,000
1972-73	84	474	56,000

Each fall, just as in the normative study [Phase II] in 1969, 5th and 11th grade students respond to the items in the Pennsylvania Questionnaires. Since the school--not the district or the individual student--is the unit of analysis, students are not identified by name nor are scores aggregated by district. The student booklets are machine-read and scored and the information aggregated for the school.

Sample teachers* anonymously respond to a Teacher Questionnaire [Appendix A] designed to supply data on their background, classroom practices and attitudes. Building administrators complete the School Information Form [Appendix B]. Bureau of Statistics files are tapped.

Data from these four sources are then merged, compared to the responses of the reference group from Phase II and entered into an extremely complex computer program to generate a separate report for each participating school.

*In participating high schools one-half of the teachers or 25 teachers, whichever was greater, were randomly selected.

CONDITION VARIABLES

Tables 3, 5 and 7 describe the variables which were measured to identify the differences in resources among schools. It is extremely important to note both the name of the variable and how it was measured (from whom the data were obtained and the weightings used to quantify the information).

"High" scores for a school on these variables are not necessarily *"good."* The numbers attached to these variables are designed to reflect the presence or absence of the characteristic in question or merely to differentiate by quantification one class within the characteristic from another.

One must avoid hasty value judgments regarding a school's standing on a given condition variable without being aware of the interrelationships among the variables. When calculating average teacher salary, for example, one is also measuring teacher experience, teacher education and possibly teacher age. Therefore, a high average salary might at first suggest a high salary schedule when, in fact, it might be due to the presence of a large proportion of experienced teachers with a large number of years of formal schooling.

The percentile score associated with the variable gives the participating school's rank compared to the Phase II normative schools in 1969*. Financial figures for distri[illegible] have been updated as noted in Table 3.

One other caveat worth noting is apparent on the norms charts (Tables 4, 6, 8): When using school means, the range of values can at times be very narrow so that a small incremental change in the values can translate into large percentile rank changes (e.g., GUIDANCE, INTERRAC, HOLDING).

*The only exception is TSALARY where the percentile score is the rank of the school's mean teacher salary compared to the other Phase III schools participating in 1972.

Table 3

SCHOOL AND COMMUNITY INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Program Resources	STAFFP (Staff: pupil ratio)	The number of personnel who spend at least one-half their time in instructional activity was divided by the total number of students in the school.		A higher value indicates more instructional personnel per pupil.
	BOOKSP (Books: pupil ratio)	The number of library books available for student checkout was divided by the total number of pupils in the school.		A higher value indicates more library books available for each pupil.
	INNOVATE (School innovation)	The school administrator reported the extent to which his school employed 12+ relatively new educational practices (e.g. individual study, nongraded classes, instructional TV).	5 = Use regularly 4 = Use occasionally 3 = Considered trying 2 = Don't agree 1 = Never tried	A higher score on this index indicates the school uses several innovative practices regularly and/or many of the practices at least occasionally.
	LIBRARY (Accessibility of library)	Students were asked how often they were able to use the school library.	5 = Often as needed 4 = Frequently 3 = Several days a week 2 = Only when class is scheduled 1 = No library in school	A higher score on this index indicates that the school offers freer accessibility to its library resources.
	COUNSEL (Accessibility of counselors)	Eleventh grade students were asked how often they were able to talk to the school guidance counselor about a concern.	5 = Often as needed 4 = Frequently 3 = Only to make class schedules 2 = Only in group guidance session 1 = No guidance counselor	A higher score on this index indicates that the school offers freer access to its guidance staff.
	GUIDANCE (Counselor: pupil ratio)	The number of secondary school personnel who devoted at least one-half their time to guidance activities was divided by the total number of students within the secondary school.		A higher value indicates more guidance counselors per pupil.
Financial Resources	SUBSIDY (School subsidy per WADM)	The state instructional subsidy paid to the school district was divided by the Weighted Average Daily Membership of the district. All schools participating from district were assigned this score.	Expressed in whole dollars paid in 1971-72	A higher value indicates that the school of interest is in a district which received more state funds to supplement its instructional activities.
	INSEXADM (Instructional expenses per ADM)	The instructional expenses of the district were divided by the Average Daily Membership of the district. All schools participating from district were assigned this score.	Expressed in whole dollars paid in 1970-71	A higher value indicates that the school of interest is in a district which expends relatively more funds per pupil for instruction.
	EFFORT (Tax Effort Index)	Budgeted school taxes for the district were divided by the market values. All schools participating from district were assigned this score.	Expressed in mills for 1971-72	A higher value indicates that the school of interest is in a district which has a greater willingness to tax itself for educational purposes.

Table 3 (continued)

SCHOOL AND COMMUNITY INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic	ENROLL (School Enrollment)	The administrator reported the total school enrollment as of October 1 of a given year.		The number indicates the building enrollment.
	LOCATION (Predicted achievement index by location)	Secondary students reported the type of community in which they were then living. Due to substantial misinterpretation of this item by 5th grade pupils in the normative study, the EQA staff assigned scores to elementary schools based upon knowledge of size and location of the communities from which the school drew its students. In subsequent school studies, elementary pupils were aided by the teacher in reporting their community type.	8 = Suburb of city (over 500,000) 7 = Suburb of city (100,000-500,000) 6 = Suburb of city (10,000-100,000) 5 = Inside city (10,000-100,000) 4 = Inside city (100,000-500,000) 3 = Inside town less than 10,000 2 = Inside city over 500,000 1 = Open country or farming community	A higher score on this index indicates that the school is drawing a larger proportion of its students from suburban rather than rural or urban areas.
	INTERRAC (Interracial exposure)	Students reported whether or not they came in contact with students of a race different from their own in their classes or school activities.	2 = Yes 1 = No	A higher value on this index indicates greater interracial exposure in school.
	HOUSING (Types of residences in school's community)	The school administrator reported the percentage of various types of housing units in the area served by the school.	6 = Expensive private homes 5 = High-rental apartments 4 = Moderate-priced homes 3 = Moderate-rental apartments 2 = Low-cost homes 1 = Low-rental apartments	A higher value on this index indicates that the school serves an area that has a relatively larger proportion of expensive private homes and/or apartments.
	HOLDING (Holding power)	Holding power was computed by the formula: (Graduating class + transfers - new students) ÷ (enrollment of same class beginning 10th grade).	The term transfers refers to those students who have left the sample school after beginning 10th grade to attend another school.	A higher value indicates a relatively lower dropout rate.
	POSTGRAD (Continuing education)	The average percentage for two successive years of graduates who continued their education in college, vocational, technical, nursing, or business school was obtained for each sample school from the Pennsylvania Secondary School Report.		A higher value indicates a higher percentage of high school graduates continuing their formal education.

Table 4

PERCENTILE DISTRIBUTION OF SCHOOL AND COMMUNITY INDICES FOR SECONDARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS															Percentile Rank
		PROGRAM RESOURCE						FINANCIAL RESOURCE			DEMOGRAPHIC						
		STAFFP	BOOKSP	INNOVATE	LIBRARY	COUNSEL	GUIDANCE	SUBSIDY	INSEXADM	EFFORT	ENROLL	LOCATION	INTERRAC	HOUSING	HOLDING	POSTGRAD	
	Above																Above
	95	.067	20.15	43.12	4.75	4.88	.0043	505	721	32.68	2533	6.10	1.98	4.26	99.99	80.74	95
	90	.064	15.38	41.43	4.68	4.81	.0030	484	654	29.99	2185	5.40	1.95	4.12	99.48	69.73	90
	85	.062	14.26	40.28	4.63	4.74	.0030	465	573	28.62	1664	5.03	1.92	3.98	98.63	64.21	85
	80	.060	13.14	39.14	4.60	4.67	.0029	452	561	27.43	1386	4.67	1.89	3.87	97.80	61.56	80
	75	.057	12.38	37.64	4.56	4.63	.0029	440	551	26.96	1232	4.30	1.86	3.78	97.06	58.92	75
	70	.055	11.66	35.92	4.53	4.61	.0028	428	540	26.58	1093	3.94	1.82	3.68	96.32	56.76	70
	65	.054	10.95	34.51	4.49	4.58	.0028	416	528	26.20	964	3.42	1.75	3.59	95.57	54.73	65
	60	.052	10.24	33.53	4.45	4.56	.0027	404	521	25.82	898	2.96	1.67	3.49	94.83	52.69	60
	55	.051	9.74	32.55	4.41	4.54	.0027	392	513	25.44	832	2.77	1.51	3.39	93.74	50.77	55
	50	.051	9.23	31.57	4.38	4.52	.0026	379	506	25.06	765	2.58	1.32	3.30	92.56	49.22	50
	45	.050	8.73	30.43	4.34	4.50	.0021	367	500	24.66	699	2.38	1.22	3.16	91.38	47.66	45
	40	.049	8.22	29.18	4.31	4.48	.0020	354	492	24.26	633	2.19	1.17	3.01	90.39	46.10	40
	35	.049	7.72	27.93	4.27	4.45	.0020	340	485	23.87	571	2.03	1.13	2.88	89.40	44.55	35
	30	.048	7.22	26.68	4.24	4.41	.0019	325	479	23.47	515	1.87	1.08	2.78	88.41	42.99	30
	25	.047	6.72	25.43	4.21	4.37	.0019	311	468	23.07	459	1.71	1.04	2.68	87.17	41.44	25
	20	.046	6.22	24.18	4.16	4.34	.0018	288	458	22.53	404	1.54	1.00	2.59	85.86	39.88	20
	15	.045	5.71	22.67	4.08	4.27	.0018	265	446	20.86	348	1.36	1.00	2.45	84.35	38.33	15
	10	.044	5.21	20.95	3.90	4.17	.0017	229	436	19.40	292	1.12	1.00	2.32	82.37	36.77	10
	5	.041	4.43	18.17	3.71	4.03	.0010	177	416	17.87	237	1.00	1.00	2.13	78.13	28.13	5
	Below																Below
STATE MEAN		.053	10.27	31.16	4.34	4.48	.0026	364	525	25.01	974	3.03	1.44	3.26	91.42	51.13	
STATE STANDARD DEVIATION		.009	5.51	7.53	0.31	0.32	.0009	100	96	4.58	763	1.60	0.38	0.69	6.50	14.49	

Table 5

INSTRUCTIONAL STAFF INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	TMEDUC (Educational level of teacher's mother)	Sample teachers reported the highest level of formal education attained by their mother or female guardian.	9 = Completed Ph.D. or professional degree 8 = Some work toward Ph.D. or professional degree 7 = Masters degree 6 = Graduated, college 5 = Some post-high school 4 = Graduated, high school 3 = Some secondary 2 = Elementary 1 = No formal education	A higher value on this index indicates that the mothers of the school's instructional staff have attained a higher level of formal education.
	TFOCC (Occupational level of teacher's father)	The sample teachers reported the occupational category of their father or principal wage earner while they were growing up.	9 = Professional; doctor, lawyer 8 = Accountant, or manager 7 = Teacher 6 = Owner of small business 5 = White-collar 4 = Farmer 3 = Skilled worker 2 = Semi-skilled worker 1 = Unskilled	A higher value on this index indicates that the school's instructional staff comes from backgrounds in which the family's principal wage earner tended to be professional or white-collar workers as opposed to semi-skilled or unskilled.
	TLOCALE (Teacher locale)	Sample teachers reported where they graduated from high school.	5 = This town or immediate area 4 = In state but outside this town 3 = In another state 2 = In Puerto Rico or other U. S. possession 1 = In another country	A higher value on this index indicates that the school draws its instructional staff from the local area as opposed to other states or countries.
	TCOLLEGE (Teacher's college)	Sample teachers reported whether or not they had earned a college degree and the type of college from which they graduated.	3 = Liberal arts college or university 2 = State college 1 = No degree	A higher score on this index indicates that more of the staff have degrees and are more likely to have attended a liberal arts college or university than a state college.
	TEDUC* (Teacher's education)	The level of training of all teachers was obtained from the Professional Personnel Record.	9 = Doctor's degree 8 = Master's degree plus 2 years 7 = Master's degree plus 1 year 6 = Master's degree 5 = Bachelor's degree plus 1 year 4 = Bachelor's degree 3 = Three years of college 2 = Two years of college 1 = One year of college 0 = No college	A higher score on this index indicates that the school's instructional staff has a higher level of formal education.
	TSTABL (Teacher stability)	Sample teachers reported the area in which they spent most of their lives.	Response alternatives and respective weightings were identical to TLOCALE.	A higher value on this index indicates that the school's instructional staff have spent most their lives in the immediate area as opposed to other states or countries.
Demographic	TAGE (Teacher's age)	Each sample teacher indicated his age by checking one of nine 5-year age categories.	9 = 60 or over 8 = 55-59 7 = 50-54 6 = 45-49 5 = 40-44 4 = 35-39 3 = 30-34 2 = 25-29 1 = 20-24	This index reflects the mean age, by categories, of a school's instructional staff.
	TSEX* (Teacher sex)	The sex of each teacher was obtained as reported in the Professional Personnel Record.	2 = Female 1 = Male	A higher value on this index represents a higher proportion of female teachers within the school.
	TEXPER* (Teacher experience)	The total years of service in education was obtained for each teacher from the Professional Personnel Record.		This number represents the mean educational experience, in years, of the school's instructional staff.

* Collected for *all* teachers in the school.

Table 5 (continued)

INSTRUCTIONAL STAFF INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic	TPPOS (Teacher present position)	Each sample teacher reported the number of years he had completed in his present position.	8 = 20 or more years 7 = 16-20 years 6 = 11-15 years 5 = 6-10 years 4 = 3-5 years 3 = 2 years 2 = 1 year 1 = Less than 1 year	This index reflects the degree to which a school's instructional staff have remained in their present positions.
	TSALARY* (Teacher salary)	The salary for each teacher was obtained from the Professional Personnel Record.		This value represents the mean salary for a school's instructional staff.
Attitudinal	TSATIS (Teacher satisfaction)	Each sample teacher responded to a 6-item questionnaire which was scaled to reflect the degree of his satisfaction with his role in the school. (Example: "I find my job exciting and rewarding.")	5 = Almost always 4 = Frequently 3 = Sometimes 2 = Infrequently 1 = Almost never	A higher value on this index indicates a greater degree of job satisfaction of the school's instructional staff.
	CLPRACT (Teacher classroom practices)	Each sample teacher reported the extent to which he employed 11 "innovative" classroom practices (e.g., pupil participation in lesson planning).	5 = Use regularly 4 = Use occasionally 3 = Considered its use 2 = Never use 1 = Don't agree with practice	The value on this index indicates the exient to which relatively innovative classroom practices are employed by the sample teachers.
	REACTL (Perception of actual characteristics influencing professional recognition)	From a list of 7 characteristics, the sample teacher chose the one he felt was *actually* most important in gaining professional recognition in his school district.	7 = Rapport with central office 6 = Rapport with immediate supervisor 5 = Formal education 4 = Seniority 3 = Imaginativeness 2 = Dependability 1 = Quality and quantity of work	A higher value on this index indicates that the instructional staff perceives professional recognition to be achieved through personal relationships as opposed to quality and quantity of work completed.
	RECIDEA (Perception of "ideal" characteristics influencing professional recognition)	From a list of 7 characteristics, sample teachers chose the one they felt should *ideally* be most important in gaining professional recognition in their school district.	Same codes were used as for REACTL.	A higher value on this index indicates that the instructional staff feels that ideally professional recognition is obtained through personal relationships as opposed to quality and quantity of work completed.
	TCAREER (Teacher career)	Sample teachers selected from ten choices what they would like to be doing five years from now.	10 = Will be retired 9 = Teacher 8 = Special services 7 = Research worker 6 = Guidance 5 = Curriculum director 4 = Principal 3 = Administrator in central office 2 = Superintendent 1 = Out of education	A higher score on this index indicates that the career aspirations of the instructional staff tend toward classroom involvement.
	DISCREP (Discrepancy)	Sample teachers rated the relative influence 14 groups (superintendent, parents, teachers, etc.) had on the educational process. They then rated the *ideal* influence of each of those groups. For each of the 14 groups a real-ideal discrepancy was computed. A total discrepancy score was obtained: $D = \sqrt{\Sigma d^2}$	5 = Great deal 4 = Considerable 3 = Some 2 = Little 1 = None	A higher discrepancy score indicates a greater disparity between what the instructional staff sees as the actual and the ideal influences various groups have in determining educational matters in the school.

* Collected for *all* teachers in the school.

Table 6

PERCENTILE DISTRIBUTION OF INSTRUCTIONAL STAFF INDICES FOR SECONDARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS																	Percentile Rank
		BACKGROUND						DEMOGRAPHIC					ATTITUDINAL						
		TMEDUC	TFOCC	TLOCALE	TCOLLEGE	TEDUC	TSTABL	TAGE	TSEX	TEXPER	TPPOS	TSALARY	TSATISF	CLPRACT	REACTL	RECIDEA	TCAREER	DISCREP	
	Above 95	4.46	5.84	4.84	2.86	5.41	4.91	6.56	1.564	18.40	6.30	10818	23.23	42.29	5.02	2.37	9.21	5.98	Above 95
	90	4.31	5.45	4.74	2.76	5.21	4.77	5.49	1.535	16.59	6.02	10541	22.27	41.42	4.70	2.24	8.78	5.41	90
	85	4.20	5.16	4.63	2.69	5.07	4.67	5.12	1.482	15.55	5.80	10409	21.74	40.65	4.47	2.09	8.37	5.10	85
	80	4.07	5.01	4.60	2.66	4.97	4.63	4.92	1.462	14.85	5.60	10276	21.49	40.14	4.25	2.00	8.19	4.94	80
	75	3.94	4.85	4.56	2.62	4.88	4.59	4.72	1.443	14.16	5.42	10143	21.23	39.72	4.04	1.94	8.01	4.78	75
	70	3.88	4.70	4.53	2.58	4.79	4.55	4.61	1.428	13.65	5.25	10010	20.97	39.30	3.84	1.88	7.85	4.66	70
	65	3.84	4.60	4.49	2.55	4.70	4.53	4.51	1.417	13.30	5.13	9861	20.75	38.90	3.66	1.80	7.74	4.56	65
	60	3.80	4.51	4.45	2.52	4.64	4.51	4.40	1.406	12.96	5.01	9702	20.53	38.52	3.49	1.72	7.64	4.45	60
	55	3.76	4.41	4.41	2.48	4.61	4.48	4.29	1.395	12.61	4.89	9581	20.31	38.13	3.32	1.64	7.53	4.35	55
	50	3.72	4.32	4.36	2.46	4.57	4.46	4.18	1.384	12.27	4.78	9512	20.10	37.80	3.19	1.57	7.43	4.27	50
	45	3.68	4.22	4.32	2.42	4.54	4.44	4.02	1.368	11.86	4.68	9443	19.92	37.53	3.08	1.51	7.32	4.20	45
	40	3.62	4.06	4.27	2.37	4.50	4.39	3.85	1.352	11.42	4.59	9373	19.74	37.25	2.98	1.45	7.17	4.12	40
	35	3.53	3.91	4.22	2.33	4.46	4.33	3.68	1.336	10.97	4.50	9304	19.55	36.98	2.87	1.39	7.02	4.04	35
	30	3.44	3.75	4.18	2.30	4.42	4.28	3.54	1.324	10.53	4.41	9218	19.37	36.71	2.76	1.34	6.87	3.97	30
	25	3.34	3.58	4.14	2.27	4.37	4.23	3.42	1.311	9.75	4.27	9105	19.09	36.26	2.57	1.29	6.71	3.81	25
	20	3.24	3.41	4.09	2.24	4.33	4.18	3.30	1.298	8.86	4.11	8991	18.71	35.75	2.39	1.24	6.55	3.63	20
	15	3.13	3.10	4.04	2.20	4.29	4.13	3.18	1.284	8.27	3.95	8864	18.29	35.16	2.15	1.15	6.38	3.47	15
	10	3.02	2.85	3.97	2.14	4.22	4.03	3.06	1.264	7.76	3.69	8704	17.77	34.39	1.78	1.03	6.17	3.32	10
	5	2.87	2.51	3.82	2.07	4.15	3.93	2.23	1.245	7.24	3.38	8521	17.09	33.53	1.47	1.00	5.78	3.17	5
	Below																		Below
STATE MEAN		3.66	4.22	4.35	2.45	4.67	4.42	4.17	1.386	12.13	4.81	8579	20.12	37.91	3.27	1.63	7.33	4.35	
STATE STANDARD DEVIATION		0.50	0.94	0.29	0.24	0.39	0.27	1.12	0.096	3.41	0.86	759	1.69	2.53	1.01	0.41	1.08	0.80	

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Table 7

STUDENT INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	FOCC (Father's occupation)	The sample 11th grade student reported his father's occupation from a list of 143 possible occupations. On the elementary level the student's teacher completed this item.	The occupational categories were weighted from 0 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value on this index indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.
	MOCC (Mother's occupation)	The sample 11th grade student reported his mother's occupation from a list of 143 possible occupations. On the elementary level the student's teacher completed this item.	Using mothers who were gainfully employed (i.e., excluding housewives, mothers in school, pensioned, or deceased), a mean was calculated for each sample school. Weights applied were identical to those used in FOCC.	A school high on this index draws a greater proportion of its students from homes in which the working mothers are more likely to be employed in higher-paying jobs and/or jobs requiring a higher educational level.
	PCTMW (Percentage of mothers working)	From the sample student's report of MOCC, the percentage of working mothers was calculated.		This score reflects the percentage of working mothers.
	FAMSES (Family socioeconomic status)	The family socioeconomic status for a school was calculated by the formula: $\frac{(\Sigma \text{ FOCC for } n_1 \text{ fathers} + \Sigma \text{ MOCC for } n_2 \text{ mothers})}{\text{greater of } n_1 \text{ and } n_2}$		This index is a composite of MOCC and FOCC levels of the school.
Attitudinal	MORESB (Mores—Boys)	The sample student reported, from a list of 5 qualities, his perception of the single best way for a boy to be important or looked up to by other students in his school.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being athletic star 1 = Coming from the right family	A higher score on this index indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.
	MORESG (Mores—Girls)	The sample student reported, from a list of 5 qualities, his perception of the single best way for a girl to be important or looked up to by other students in his school.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being a cheerleader 1 = Coming from the right family	A higher score on this index indicates the student body of the school tends to perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.
	VALUES (Personal values)	From a list of the same 5 qualities as MORESB and MORESG, the sample student reported that quality which was most important to him personally regardless of what others may choose.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being athletic star or cheerleader 1 = Coming from the right family	A higher score on this index indicates that the members of the student body tend to perceive intellectual pursuits as more productive in gaining peer group recognition than social status factors.
	OCDESIRE (Occupational desires)	From the same list of 143 occupations used for FOCC and MOCC, the sample student reported the occupation he desires to follow.	The weightings employed were identical to those used for FOCC.	This index indicates the mean occupational level the students desire to attain.
	OCEXPECT (Occupational expectation)	From the same list as OCDESIRE, the sample student reported the occupation he expects to follow.	The weightings were identical to those used for FOCC.	This index indicates the mean occupational level the students expect to attain.
Demographic	SEX (Sex of students)	The sample student reported his or her sex.	2 = Female 1 = Male	A higher value on this index represents a higher proportion of female students.
	RACE (Predicted achievement index by race)	From a list of six ethnic and racial categories each sample student chose the category that best described him.	6 = Oriental 5 = White 4 = American Indian 3 = Puerto Rican 2 = Black 1 = Other	This variable was scaled in such a way that the index is a predicted-achievement index by racial composition. Weights were assigned on the basis of the groups' rank-order achieved scores as reported by Coleman.
	ATTEND (Attendance)	The sample student reported the number of days he was absent during the past school year.	5 = None 4 = 1-5 days 3 = 6-10 days 2 = 11-15 days 1 = 16 or more days	A higher value on this index represents a greater degree of student attendance within the school.

Table 8

PERCENTILE DISTRIBUTION OF STUDENT INDICES FOR SECONDARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS												Percentile Rank
		BACKGROUND				ATTITUDINAL					DEMOGRAPHIC			
		FOCC	MOCC	PCTMW	FAMSES	MORESB	MORESG	VALUES	OCDESIRE	OCEXPECT	SEX	RACE	ATTEND	
	Above													Above
	95	59.15	53.76	48.77	72.36	4.00	3.91	4.23	66.37	65.76	1.635	5.01	3.81	95
	90	53.21	50.94	44.78	68.44	3.78	3.76	4.18	64.10	63.77	1.596	5.00	3.75	90
	85	50.03	47.62	41.54	64.11	3.65	3.62	4.10	62.18	62.23	1.577	4.98	3.69	85
	80	46.58	45.67	39.16	58.90	3.56	3.54	4.07	61.45	60.75	1.567	4.97	3.64	80
	75	42.88	44.29	37.14	53.09	3.53	3.52	4.05	60.73	59.60	1.556	4.96	3.61	75
	70	40.76	42.90	35.64	51.13	3.50	3.50	4.02	60.02	58.44	1.546	4.95	3.57	70
	65	38.64	41.56	34.63	49.17	3.47	3.48	4.00	59.30	57.29	1.536	4.94	3.52	65
	60	37.20	40.29	33.61	47.26	3.44	3.46	3.97	58.38	55.93	1.525	4.93	3.47	60
	55	36.19	39.01	32.60	46.02	3.41	3.43	3.95	57.34	54.55	1.518	4.92	3.42	55
	50	35.19	37.73	31.50	44.79	3.38	3.41	3.93	56.30	53.18	1.513	4.90	3.39	50
	45	34.19	35.96	29.88	43.55	3.35	3.38	3.92	55.12	51.92	1.508	4.89	3.37	45
	40	33.18	34.11	28.26	42.31	3.32	3.36	3.90	53.84	50.66	1.503	4.88	3.34	40
	35	32.20	32.56	26.83	41.08	3.29	3.33	3.89	52.61	49.44	1.498	4.87	3.31	35
	30	31.25	31.45	25.67	39.56	3.26	3.31	3.87	51.65	48.45	1.493	4.86	3.28	30
	25	30.29	30.34	24.51	38.00	3.22	3.28	3.85	50.69	47.46	1.486	4.85	3.24	25
	20	29.34	29.24	23.35	36.43	3.19	3.25	3.81	49.74	46.47	1.469	4.83	3.21	20
	15	28.39	27.91	21.93	34.87	3.16	3.22	3.76	48.51	45.32	1.454	4.74	3.17	15
	10	27.43	26.07	20.31	32.53	3.12	3.18	3.72	47.24	43.78	1.439	4.60	3.11	10
	5	24.44	24.22	18.69	29.92	3.00	3.11	3.66	45.37	42.24	1.423	4.38	3.06	5
	Below													Below
	STATE MEAN	37.80	37.55	31.73	47.32	3.40	3.43	3.95	55.87	53.35	1.52	4.83	3.42	
	STATE STANDARD DEVIATION	10.45	9.11	8.88	12.86	0.29	0.24	0.16	6.29	7.59	0.06	0.37	0.25	

HOW PREDICTIONS ARE MADE

It must be remembered that although a school's standing on a condition variable might be of interest in itself, the primary purpose of collecting the information was to take into account those differences in school and community, instructional staff and students in a given school that delimit what a school can accomplish with its pupils and avoid the invidious comparisons that can occur when faced with only national norms--or even state norms--as a baseline of comparison for a school.

The Regression Equation

Using the correlations of condition variables to the goal scores and the correlations of condition variables to one another for Phase II data, it was possible to determine what set of condition variables will best predict a school score on each goal. This technique of multiple regression analysis results in a regression equation for each goal. A predicted score is obtained by multiplying the school's standing on each of the condition variables which form the best set of predictors by predetermined weights and then adding a prediction constant.* Since a predicted score is not 100 per cent accurate, a prediction band is calculated by adding and subtracting one standard error of estimate from the predicted school score. Thus even prior to administering the questionnaires for the 10 goals, by knowing a school's standing on the condition variables, one can then give a range into which one would expect the school to score.

Schools Classified by Socioeconomic Status

To derive the regression equations, 11th grade schools are first partitioned by socioeconomic status (SES) into two categories and designated High SES or Low SES. The classification is determined primarily by the school standing on the following set of variables: FOCC, MOCC, OCDESIRE, OCEXPECT, TEDUC, POSTGRAD, SUBSIDY, INSEXADM, EFFORT, HOUSING. A graphic display of the school's rank on these variables is found on page 16 of each high school report. An SES factor score greater than -0.3283 (a standard z-score) results in a High SES classification whereas Low SES schools have SES factor scores less than or equal to -0.3283. (This cut-off point was the median for Phase II schools, giving an equal number of High SES and Low SES normative secondary schools.)

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*Predicted score = $b_1x_1 + b_2x_2 + \ldots + b_nx_n + a$

Where b_i = regression weight for a condition variable
x_i = school score on the corresponding condition variable
a = prediction constant
n = number of variables used as predictors

Prediction band = Predicted score ± standard error of estimate

Separate Regressions

For schools falling into the Low SES category the set of condition variables which will best predict a school score on Goal I is statistically selected. To each variable regression weights are assigned which will optimize the prediction on Goal I for all Low SES schools.

The procedure is reiterated for all remaining goal areas. The process is then repeated for all schools designated High SES.

Table 9 displays the variables thus selected, the regression weights assigned,* the prediction constant to be added and the standard error of estimate. It also includes the proportion of variance accounted for uniquely (the square of the semipartial correlation coefficient) by each variable used in the prediction equation.

Predictor Set

Technical requirements of the multiple regression analysis limit the number of predictor variables which can be employed. To satisfy these limitations, after careful consideration of intercorrelations, the following variables were eliminated from consideration as predictor variables for 11th grade schools: MOCC, FAMSES, OCDESIRE, TSALARY, TAGE, TLOCALE,TMEDUC, TSEX, GUIDANCE, INTERRAC.

Some Cautions

The table which follows is included only to avoid the *"black box"* syndrome. Multiple regression analysis is not magic. But it is open to grave misinterpretations. The reader must not isolate variables nor make cause-effect relationships. One variable may be a proxy for another because of the interrelationship (lack of independence) among condition variables. The statistically unsophisticated might better accept *"on faith"* the prediction process and forego any analysis lest misinterpretations arise.

*The regression weights are to be multiplied by the raw score for the variable (as footnoted on page 18) except for the three financial variables SUBSIDY, INSEXADM, and EFFORT. Because of their year-to-year fluctuation, the raw scores are standardized before assigning regression weights. For these three variables the z-score must be multiplied by the regression weight.

$$\text{z-score} = \frac{(\text{District value}) - (\text{State mean})}{(\text{Standard deviation})}$$

The state means and standard deviations for the variables are found at the bottom of Table 4.

GOAL I
SELF UNDERSTANDING

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
MORESB	2.574	.151	RACE	-1.950	.295
POSTGRAD	-.047	.085	CLPRACT	.373	.168
OCEXPECT	.112	.072	TCOLLEGE	3.027	.129
BOOKSP	-.095	.065	LIBRARY	-2.148	.124
TCAREER	.364	.058	INSEXADM	-.478	.093
SEX	-6.766	.057	TSTABL	1.662	.090
REACTL	-.495	.042	LOCATION	.339	.061
STAFFP	-56.455	.042	HOUSING	.727	.055
LIBRARY	1.176	.026	TSATISF	.281	.052
TSATISF	.165	.025	SEX	7.622	.051
EFFORT	.326	.020	COUNSEL	.883	.038
HOUSING	.582	.020	VALUES	1.686	.016
HOLDING	-.042	.014	TCAREER	-.276	.013
PCTMW	2.236	.013	FOCC	.031	.011
COUNSEL	.461	.005	HOLDING	.021	.009
TEDUC	.148	.000			
INSEXADM	.071	.000			

Prediction constant	79.78	Prediction constant	46.31
Standard error of estimate	1.18	Standard error of estimate	.39
Per cent of explained variance	64.9	Per cent of explained variance	94.3

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GOAL II
UNDERSTANDING OTHERS

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
VALUES	8.088	.290	TFOCC	1.014	.137
PCTMW	13.403	.189	TEDUC	-2.729	.124
RECIDEA	-2.096	.124	DISCREP	-1.442	.117
INSEXADM	1.914	.101	VALUES	6.675	.105
CLPRACT	-.271	.092	SEX	15.226	.102
FOCC	-.210	.080	OCEXPECT	-.222	.076
STAFFP	66.405	.036	TEXPER	.249	.060
LOCATION	.527	.035	FOCC	.113	.052
HOUSING	.759	.021	TCAREER	-.743	.052
TSATISF	.197	.020	POSTGRAD	.044	.034
BOOKSP	-.061	.020	BOOKSP	-.091	.030
ENROLL	.002	.018	HOLDING	.049	.028
TEDUC	-1.226	1.011	INNOVATE	.051	.025
TSTABL	1.011	.007	RECIDEA	-.881	.024
			LOCATION	.265	.022
			EFFORT	-.360	.011
			STAFFP	23.558	.009
Prediction constant	65.29		Prediction constant	59.46	
Standard error of estimate	1.04		Standard error of estimate	.55	
Per cent of explained variance	83.1		Per cent of explained variance	94.1	

GOAL III - V
BASIC SKILLS - VERBAL

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
INSEXADM	1.353	.085	FOCC	.108	.075
LOCATION	-.518	.083	TCOLLEGE	2.379	.066
PCTMW	5.606	.076	SUBSIDY	.466	.038
TEXPER	.111	.056	VALUES	3.101	.029
REACTL	.517	.046	LIBRARY	-1.382	.028
FOCC	.104	.045	HOLDING	.051	.028
LIBRARY	1.255	.032	HOUSING	.597	.023
SEX	-3.481	.025	POSTGRAD	.038	.021
SUBSIDY	.424	.022	ENROLL	-.0003	.021
VALUES	1.917	.021			
TCOLLEGE	.846	.014			
ENROLL	-.001	.014			
INNOVATE	-.027	.014			
HOUSING	.383	.009			

Prediction constant	-.17	Prediction constant	-8.57
Standard error of estimate	.66	Standard error of estimate	.46
Per cent of explained variance	86.8	Per cent of explained variance	95.0

GOAL III - M
BASIC SKILLS - MATH

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
REACTL	.623	.106	RACE	1.562	.153
PCTMW	6.038	.101	POSTGRAD	.061	.099
POSTGRAD	.041	.091	BOOKSP	.111	.061
FOCC	.103	.058	FOCC	.058	.041
TSATISF	.216	.055	STAFFP	-37.569	.041
INSEXADM	.672	.039	ATTEND	1.012	.029
LOCATION	-.327	.031	TCOLLEGE	1.101	.015
SUBSIDY	.474	.030	DISCREP	-.359	.012
CLPRACT	-.104	.027			
HOUSING	.497	.024			
COUNSEL	.855	.022			
EFFORT	-.224	.011			
TEXPER	.037	.008			

Prediction constant	10.77	Prediction constant	1.24
Standard error of estimate	.79	Standard error of estimate	.50
Per cent of explained variance	78.4	Per cent of explained variance	94.0

GOAL IV
INTEREST IN SCHOOL

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
TCOLLEGE	-8.481	.166	SEX	70.985	.470
TPPOS	-1.695	.101	TCAREER	-3.732	.207
POSTGRAD	-.128	.093	TSATISF	1.383	.113
VALUES	8.031	.073	OCEXPECT	-.420	.109
MORESB	6.806	.066	LOCATION	1.104	.096
LIBRARY	3.780	.056	DISCREP	-2.465	.076
REACTL	-1.333	.053	EFFORT	-1.443	.072
MORESG	-5.679	.035	TCOLLEGE	6.963	.059
SEX	-11.179	.024	ATTEND	4.200	.054
FOCC	-.151	.022	MORESG	3.936	.036
TFOCC	.717	.020	HOUSING	1.279	.029
TSATISF	.353	.018	TPPOS	-.919	.012
HOLDING	.086	.010	INNOVATE	.057	.008
INSEXADM	-.741	.006	HOLDING	.017	.001

Prediction constant	83.12	Prediction constant	-32.83
Standard error of estimate	1.92	Standard error of estimate	1.03
Per cent of explained variance	84.5	Per cent of explained variance	95.0

GOAL V
CITIZENSHIP

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
TCOLLEGE	-9.548	.086	SEX	89.015	.248
TFOCC	2.477	.082	OCEXPECT	-1.074	.211
MORESB	11.421	.076	ATTEND	13.509	.142
FOCC	-.407	.058	ENROLL	.004	.125
LIBRARY	6.999	.058	TCOLLEGE	14.319	.104
VALUES	11.626	.051	RACE	5.570	.096
RACE	10.239	.046	DISCREP	-4.476	.085
MORESG	-10.950	.045	VALUES	20.325	.070
RECIDEA	3.406	.033	MORESB	-7.621	.064
TEXPER	.328	.028	POSTGRAD	.193	.063
ATTEND	6.648	.024	TEDUC	-6.543	.060
COUNSEL	-3.709	.021	TCAREER	-2.493	.052
HOUSING	2.251	.021	HOLDING	-.279	.041
REACTL	-1.015	.017	INSEXADM	1.765	.028
INSEXADM	2.031	.014	TFOCC	.952	.013
DISCREP	1.019	.011	TSATISF	-.615	.009
			STAFFP	79.271	.007
			CLPRACT	.211	.003
			TEXPER	.186	.003
			EFFORT	-.228	.001

Prediction constant	43.54	Prediction constant	17.53
Standard error of estimate	2.24	Standard error of estimate	2.01
Per cent of explained variance	91.2	Per cent of explained variance	91.8

GOAL VI
HEALTH HABITS

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
MORESB	7.985	.123	COUNSEL	7.891	.223
RACE	9.001	.084	MORESG	-16.228	.104
SEX	13.595	.060	MORESB	11.012	.078
VALUES	4.904	.047	EFFORT	-1.918	.071
COUNSEL	-3.591	.045	FOCC	.207	.059
TEDUC	3.491	.038	REACTL	-1.135	.047
HOLDING	.135	.035	LOCATION	-.874	.048
LOCATION	-.887	.033	TCOLLEGE	4.959	.044
POSTGRAD	.061	.029	DISCREP	-1.488	.033
MORESG	-4.282	.023	HOUSING	1.385	.031
TSATISF	-.265	.017	SEX	13.547	.028
SUBSIDY	-.806	.016	TSATISF	-.616	.027
CLPRACT	-.134	.011	INNOVATE	-.091	.025
			INSEXADM	-.543	.017
			TEXPER	-.168	.006
			RECIDEA	.184	.006

Prediction constant	22.55	Prediction constant	88.41
Standard error of estimate	1.16	Standard error of estimate	1.05
Per cent of explained variance	91.9	Per cent of explained variance	94.7

GOAL VII-P
CREATIVE POTENTIAL

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
MORESG	-5.727	.541	INSEXADM	1.192	.175
ENROLL	-.005	.481	INNOVATE	-.114	.158
INNOVATE	.107	.192	TSATISF	.587	.097
REACTL	.785	.183	SEX	13.575	.095
OCEXPECT	.111	.090	POSTGRAD	.050	.051
CLPRACT	-.158	.078	TCOLLEGE	2.574	.047
BOOKSP	.079	.066	REACTL	.565	.046
TCOLLEGE	1.636	.057	TCAREER	-.704	.042
EFFORT	.553	.056	SUBSIDY	.734	.042
TSTABL	1.233	.037	PCTMW	-4.750	.032
TSATISF	-.174	.028	FOCC	.064	.032
RECIDEA	.366	.010	RACE	-.771	.029
			ATTEND	1.404	.026
			MORESB	-1.020	.021
			TPPOS	-.560	.018
			OCEXPECT	-.077	.010
			TEXPER	-.053	.004

Prediction constant	70.12	Prediction constant	35.21
Standard error of estimate	.53	Standard error of estimate	.65
Per cent of explained variance	89.8	Per cent of explained variance	91.3

GOAL VII-0
CREATIVE OUTPUT

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
MORESG	-7.564	.155	EFFORT	-1.366	.197
SUBSIDY	2.301	.100	RACE	-2.564	.163
INNOVATE	.176	.078	TSTABL	-3.682	.109
PCTMW	-13.090	.072	TEXPER	-.432	.074
TCOLLEGE	3.507	.050	OCEXPECT	.180	.061
BOOKSP	.175	.049	LOCATION	-.523	.051
TCAREER	.496	.035	TPPOS	.838	.027
INSEXADM	-1.261	.030	TSATISF	.314	.023
TFOCC	.656	.025	LIBRARY	1.282	.019
DISCREP	.737	.016			
SEX	-6.400	.015			
TSATISF	-.238	.013			
HOUSING	.703	.010			
HOLDING	.060	.008			
STAFFP	34.497	.005			
RACE	-1.386	.003			
OCEXPECT	.066	.002			
LOCATION	.247	.001			

Prediction constant	148.77	Prediction constant	146.83
Standard error of estimate	1.12	Standard error of estimate	1.22
Per cent of explained variance	91.8	Per cent of explained variance	84.1

GOAL VIII
VOCATIONAL DEVELOPMENT

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
OCEXPECT	-.113	.166	DISCREP	-.839	.094
POSTGRAD	.048	.152	COUNSEL	1.516	.089
SEX	5.804	.070	VALUES	3.608	.086
CLPRACT	-.110	.050	SEX	8.518	.082
COUNSEL	-1.150	.049	FOCC	.063	.078
REACTL	.335	.047	EFFORT	-.453	.058
MORESB	1.720	.045	TEDUC	-1.513	.055
TFOCC	.283	.032	MORESB	-1.499	.048
VALUES	1.647	.030	TFOCC	.429	.046
MORESG	-1.522	.023	HOUSING	.544	.032
BOOKSP	.043	.021	TPPOS	.388	.025
LIBRARY	.617	.017	ENROLL	.0003	.022
FOCC	.044	.016	TCOLLEGE	1.322	.020
SUBSIDY	-.327	.014	REACTL	.158	.011
			PCTMW	1.689	.008
			TSTABL	-.342	.004
			RACE	.075	.001

Prediction constant	69.05	Prediction constant	53.70
Standard error of estimate	.45	Standard error of estimate	.58
Per cent of explained variance	91.7	Per cent of explained variance	85.3

GOAL IX
APPRECIATING HUMAN ACCOMPLISHMENTS

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
PCTMW	26.476	.218	TEDUC	-6.148	.182
ATTEND	6.692	.090	SEX	28.346	.134
INSEXADM	2.732	.074	TEXPER	.619	.084
TCOLLEGE	-4.658	.057	FOCC	.206	.072
OCEXPECT	.195	.049	HOUSING	1.641	.044
RECIDEA	2.408	.040	TPPOS	-1.338	.035
TCAREER	-.716	.031	VALUES	6.161	.031
FOCC	-.187	.026	CLPRACT	.342	.030
HOUSING	-1.863	.025	TCOLLEGE	3.766	.026
MORESB	3.206	.023	HOLDING	.100	.025
STAFFP	94.728	.020	TSATISF	.410	.025
CLPRACT	-.198	.012	POSTGRAD	.050	.011
TPPOS	-.701	.012	PCTMW	-6.117	.010
VALUES	9.151	.010	LOCATION	.367	.010
SEX	-4.039	.004			
TSTABL	-.588	.000			

Prediction constant	111.62	Prediction constant	63.36
Standard error of estimate	1.35	Standard error of estimate	1.37
Per cent of explained variance	92.1	Per cent of explained variance	88.4

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GOAL X
PREPARING FOR A CHANGING WORLD

Low SES			High SES		
Variable	Regression Weight	Explained Variance	Variable	Regression Weight	Explained Variance
VALUES	8.834	.185	VALUES	11.613	.175
SEX	-19.329	.126	EFFORT	.861	.064
EFFORT	-1.632	.120	RECIDEA	-1.934	.052
TEXPER	.284	.085	SEX	14.468	.046
INSEXADM	1.978	.068	TCAREER	-.804	.040
TCOLLEGE	-4.524	.067	INSEXADM	-.546	.036
RACE	-5.882	.057	PCTMW	8.716	.035
HOLDING	-.171	.052	COUNSEL	-2.257	.027
ATTEND	4.509	.051	RACE	1.142	.023
COUNSEL	3.025	.048	LOCATION	.299	.015
TCAREER	-.564	.030	MORESG	-1.943	.015
SUBSIDY	-.979	.021	HOUSING	.562	.009
STAFFP	66.320	.013	INNOVATE	-.019	.002
REACTL	-.086	.000			

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Prediction constant	125.00	Prediction constant	53.32
Standard error of estimate	1.63	Standard error of estimate	1.26
Per cent of explained variance	83.4	Per cent of explained variance	87.3

STUDENT DISTRIBUTIONS

A school mean alone disguises much about student performance on a given goal. Did all the students score close to the school mean or were the student scores widely divergent? Indeed, very different student distributions could result in similar mean scores.

With this in mind, the student scores from the Phase II normative sample were rank-ordered high to low and divided into five as nearly equal categories as possible, representing the scores obtained by the top 20 per cent of the students in the state, the next 20 per cent, down to the lowest-scoring 20 per cent of students. [In many cases since a student score was a whole number, slightly more–or less–than 20 per cent of the students scored at the point or above and a 19, 21 or 22 may appear.]

The chart below shows the form in which the distribution is reported for Goal I, Self Understanding:

GOAL SCORE	*	STATE NORM	SCHOOL ACTUAL
97 and Above	*	19%	20%
93-96	*	20%	17%
88-92	*	22%	18%
83-87	*	19%	17%
82 and Below	*	20%	33%

The left column shows the cut-off scores which come closest to dividing the student scores into quintiles-five equal categories.

The middle column shows the exact percentages of students throughout the state whose scores placed them into each of these five categories. The School Actual column states the actual distribution of student scores for the given school.

KEY ITEMS

Statements that have a high item-to-total correlation or others of interest were selected from the goal instruments to suggest the type of items that comprise the questionnaire and to reveal to school personnel exactly what student responses resulted in the school mean and student distribution.*

One may have a personal criterion in mind as to how one would expect or desire students to reply to a given item. Moreover, to enable school personnel to compare the responses of their students to those throughout the state, the percentages stated under KEY ITEMS in the sample school report which follows represent the percentage responses over the entire state sample.

For goal areas which are of particular interest to a school, student responses to all items are available at the EQA Bureau office.

*Percentages may not total 100 because of rounding or because all students did not mark a valid response to that item.

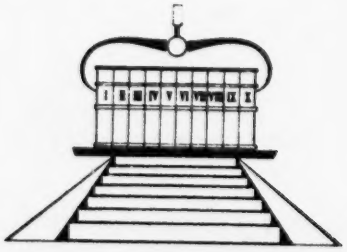
SAMPLE SCHOOL REPORT

The following pages replicate a school report. Pages 2 and 3 represent the results for a hypothetical High SES school with its important points noted.

Pages 4-9 display the 44 condition variables that were collected and an acronym or abbreviation for each. In a typical school report the school mean is given for each variable along with its corresponding percentile rank and the number of people whose replies were used to obtain the data.

Since the school mean score on some variables was obtained from pupil responses, for such variables, the itemized student replies are listed. The figures given here are the *state percentages* for the 17,000students involved in the normative study. This allows anyone in an assessed school to compare its pupil responses with the state average.

Pages 10-15 of each school report give the student distribution and key item responses for each school. Again, to accommodate those who want to compare the pupil responses on key items to those throughout the state, the key item percentages that follow are the state percentages from the normative study.



Educational Quality Assessment

School Report: A Status Profile

Pennsylvania Department of Education 1972

1. STUDENT OUTPUTS:

A. GENERAL SUMMARY:

Note: Blue pages 2 and 3 replicate the report for a sample High SES secondary school. Blue page 16 graphically displays the variables used to classify the school as High SES

Shortened name for the goal

Number of student booklets scored for this goal

Mean raw score expected for the school

GOAL	AREA	NUMBER STUDENTS	ACTUAL SCHOOL SCORE	ACTUAL PENNA. %ILE	PREDICTED SCORE RANGE
I	SELF UNDERSTANDING	366	91.17	92	89.12 - 89.89
II	UNDERSTANDING OTHERS	366	90.70	40	89.57 - 90.68
III-V	BASIC SKILLS: VERBAL	356	15.20	22	15.72 - 16.63
III-M	BASIC SKILLS: MATH	355	17.79	39	18.22 - 19.22
IV	INTEREST IN SCHOOL	364	88.30	6	91.08 - 93.14
V	CITIZENSHIP	366	160.48	7	164.18 - 168.20
VI	HEALTH HABITS	363	119.01	20	116.95 - 119.05
VII-P	CREATIVE POTENTIAL	366	61.77	82	60.95 - 62.25
VII-O	CREATIVE OUTPUT	365	139.90	89	134.82 - 137.27
VIII	VOCATIONAL DEVELOPMENT	366	83.70	40	81.87 - 83.04
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	366	154.54	10	154.47 - 157.21
X	PREPARING FOR A CHANGING WORLD	365	105.79	49	105.54 - 108.05

Mean raw score of the student booklets scored

Percentile based on Phase II norms

FOR A COMPLETE DESCRIPTION OF EACH CONDITION VARIABLE, SEE BURSON, WILLIAM W. MANUAL FOR INTERPRETING SCHOOL REPORTS, 1972-73; HARRISBURG: BUREAU OF EDUCATIONAL QUALITY ASSESSMENT, PENNSYLVANIA DEPARTMENT OF EDUCATION, 1972, TABLES 1-8, PP. 4-17.

N.B. FOR A COMPLETE STATEMENT OF EACH GOAL, SEE PP. 2-5 OF THE INTERPRETATION MANUAL.

FOR A DISCUSSION OF PREDICTION PROCEDURE, SEE PP. 18-19 OF THE INTERPRETATION MANUAL.

B. PERCENTILE BANDS BY GOALS:

CONFIDENCE INTERVALS

GOAL	AREA	PERCENTILES 1 2 5 10 20 30 40 50 60 70 80 90 95 98 99
I	SELF UNDERSTANDING	M MXXPXX A
II	UNDERSTANDING OTHERS	XXPXXXA M
III-V	BASIC SKILLS: VERBAL	A XXXPXX
III-M	BASIC SKILLS: MATH	A MXXXPXXX
IV	INTEREST IN SCHOOL	A XXXXPXXX
V	CITIZENSHIP	A XXXPXXX
VI	HEALTH HABITS	XXXXPXXXA
VII-P	CREATIVE POTENTIAL	M XXXXPXAXXX
VII-O	CREATIVE OUTPUT	XXXXXXPXXXX A
VIII	VOCATIONAL DEVELOPMENT	XXPXXXXX A
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	AXXXXPXXXX M
X	PREPARING FOR A CHANGING WORLD	AXXPXXXX

N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

A "P" DESIGNATES THE LOCATION OF THE PREDICTED SCHOOL VALUE.

"M" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE XX ... XX BAND IS THE PREDICTION BAND.

IF NO "P" IS SHOWN, THE ACTUAL AND PREDICTED VALUES SHARE THE SAME LOCATION.

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2. INDEPENDENT (PREDICTOR) VARIABLES:

A. SCHOOL AND COMMUNITY INDICES:

Note: All numbers included in the report model on blue pages 4-15 are the state means or state percentages for the variables or responses listed.

CHARACTERISTIC		ACRONYM	MEAN	PENNA. %ILE	NUMBER REPLYING
PROGRAM RESOURCES	STAFF:PUPIL RATIO	STAFFP	0.0526	62	
	BOOKS:PUPIL RATIO	BOOKSP	10.2700	60	
	SCHOOL INNOVATION	INNOVATE	31.1600	48	
	ACCESSIBILITY OF LIBRARY	LIBRARY	4.3400	45	
	ACCESSIBILITY OF COUNSELORS	COUNSEL	4.4800	40	
	COUNSELOR:PUPIL RATIO	GUIDANCE	0.0026	50	
FINANCIAL RESOURCES	SCHOOL SUBSIDY PER ADM	SUBSIDY	364.1099	44	
	INSTRUCTIONAL EXPENSES PER ADM	INSEXADM	525.2898	63	
	TAX EFFORT INDEX	EFFORT	25.0100	49	
DEMOGRAPHIC	SCHOOL ENROLLMENT	ENROLL	974.2998	65	
	PREDICTED ACHIEVEMENT INDEX BY LOCATION	LOCATION	3.0300	61	
	INTERRACIAL EXPOSURE	INTERRAC	1.4400	53	
	TYPES OF RESIDENCES IN SCHOOL'S COMMUNITY	HOUSING	3.2570	48	
	HOLDING POWER	HOLDING	91.4200	45	
	CONTINUING EDUCATION	POSTGRAD	51.1300	56	

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PERCENTAGE OF RESPONSES ON STUDENT INFORMATION ITEMS

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<<< LIBRARY >>>

HOW OFTEN ARE YOU ABLE TO USE THE SCHOOL LIBRARY?

AS OFTEN AS I NEED TO	66%
FREQUENTLY, BUT NOT AS OFTEN AS I WOULD LIKE TO	9%
ONLY TWO OR THREE DAYS A WEEK	7%
ONLY WHEN MY CLASS IS SCHEDULED FOR LIBRARY WORK	10%
THERE IS NO LIBRARY IN THIS SCHOOL	1%

****

<<< COUNSEL >>>

HOW OFTEN ARE YOU ABLE TO TALK TO YOUR GUIDANCE COUNSELOR ABOUT A CONCERN?

WHENEVER I NEED TO	70%
OFTEN, BUT NOT AS FREQUENTLY AS I WOULD LIKE TO	9%
ONLY WHEN MAKING OUT A CLASS SCHEDULE	8%
ONLY DURING A GROUP GUIDANCE SESSION	4%
THIS SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	2%

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<<< LOCATION >>>

IN WHAT TYPE OF COMMUNITY ARE YOU NOW LIVING?

IN THE OPEN COUNTRY OR IN A FARMING COMMUNITY	18%
IN A SMALL TOWN (LESS THAN 10,000 PEOPLE) THAT IS NOT A SUBURB	21%
INSIDE A MEDIUM SIZE CITY (10,000 TO 100,000 PEOPLE)	17%
IN A SUBURB OF A MEDIUM SIZE CITY	8%
INSIDE A LARGE CITY (100,000 TO 500,000 PEOPLE)	8%
IN A SUBURB OF A LARGE CITY	7%
IN A VERY LARGE CITY (OVER 500,000 PEOPLE)	7%
IN A SUBURB OF A VERY LARGE CITY	7%

****

<<< INTERRAC >>>

THIS YEAR, ARE YOU IN ANY CLASSES OR SCHOOL ACTIVITIES WITH PUPILS WHOSE RACE IS DIFFERENT FROM YOUR OWN?

YES	57%
NO	36%

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B. INSTRUCTIONAL STAFF INDICES:

CHARACTERISTIC		ACRONYM	MEAN	PENNA. %ILE	NUMBER REPLYING
BACKGROUND	EDUCATIONAL LEVEL OF TEACHER'S MOTHER	TMEDUC	3.6640	44	
	OCCUPATIONAL LEVEL OF TEACHER'S FATHER	TFOCC	4.2250	45	
	TEACHER LOCALE	TLOCALE	4.3470	48	
	TEACHER'S COLLEGE	TCOLLEGE	2.4540	49	
	TEACHER'S EDUCATION	TEDUC	4.6710	63	
	TEACHER STABILITY	TSTABL	4.4250	44	
DEMOGRAPHIC	TEACHER'S AGE	TAGE	4.1680	50	
	TEACHER'S SEX	TSEX	1.3860	51	
	TEACHER EXPERIENCE	TEXPER	12.1300	48	
	TEACHER PRESENT POSITION	TPPOS	4.8140	52	
	TEACHER SALARY	TSALARY	9610.8789	56	
ATTITUDINAL	TEACHER SATISFACTION	TSATISF	20.1200	50	
	TEACHER CLASSROOM PRACTICES	CLPRACT	37.9100	52	
	PERCEPTION OF ACTUAL CHARACTERISTICS INFLUENCING PROFESSIONAL RECOGNIT'N	REACTL	3.2680	53	
	PERCEPTION OF IDEAL CHARACTERISTICS INFLUENCING PROFESSIONAL RECOGNIT'N	RECIDEA	1.6340	55	
	TEACHER CAREER	TCAREER	7.3310	46	
	DISCREPANCY	DISCREP	4.3450	55	

PERCENTAGE RESPONSES TO TEACHER QUESTIONNAIRE ITEMS

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<<< TSATISF >>>

INDICATE TO WHAT EXTENT EACH OF THESE STATEMENTS DESCRIBES THE CLIMATE OF YOUR SCHOOL.

	ALMOST ALWAYS	FREQUENTLY	SOMETIMES	INFREQUENTLY	ALMOST NEVER
I FIND MY JOB VERY EXCITING AND REWARDING.	29 %	38 %	28 %	3 %	2 %
I AM JUST A COG IN THE MACHINERY OF THIS SCHOOL.	10 %	15 %	30 %	20 %	24 %
I FEEL INVOLVED IN A LOT OF ACTIVITIES THAT GO ON IN THIS SCHOOL.	18 %	33 %	29 %	13 %	7 %
I DO THINGS AT SCHOOL THAT I WOULDN'T DO IF IT WERE UP TO ME.	3 %	16 %	37 %	22 %	21 %
I REALLY DON'T FEEL SATISFIED WITH A LOT OF THINGS THAT GO ON IN THIS SCHOOL.	7 %	27 %	37 %	20 %	8 %
I HAVE A LOT OF INFLUENCE WITH MY COLLEAGUES ON EDUCATIONAL MATTERS.	4 %	19 %	45 %	18 %	13 %

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<<< REACTL--RECIDEA >>>

WHAT CHARACTERISTIC DO YOU THINK COUNTS MOST IN GAINING PROFESSIONAL RECOGNITION IN THIS SCHOOL SYSTEM?

	ACTUALLY	IDEALLY
QUALITY OR QUANTITY OF WORK	31%	66%
DEPENDABILITY	16%	9%
IMAGINATIVENESS, INVENTIVENESS, CREATIVITY	8%	19%
SENIORITY	9%	2%
FORMAL EDUCATION COMPLETED	6%	2%
HOW WELL ONE IS LIKED BY HIS IMMEDIATE SUPERVISOR	10%	0%
HOW WELL ONE IS LIKED BY PEOPLE IN THE CENTRAL OFFICE	20%	1%

****

<<< TCAREER >>>

IF YOU WOULD LIKE TO BE WORKING IN EDUCATION FIVE YEARS FROM NOW, WHAT WOULD YOU LIKE TO BE DOING?

	SCHOOL PERCENTAGE
I DO NOT WISH TO BE WORKING IN EDUCATION FIVE YEARS FROM NOW	8%
SUPERINTENDENT	1%
ADMINISTRATOR IN A CENTRAL OFFICE	2%
PRINCIPAL OR ASSISTANT PRINCIPAL	4%
CURRICULUM DIRECTOR, SUPERVISOR OR COORDINATOR	14%
GUIDANCE OR PSYCHOLOGICAL SERVICES	8%
RESEARCH WORKER	2%
SPECIAL SERVICES (SPEECH, READING)	2%
TEACHER	49%
I WILL RETIRE WITHIN FIVE YEARS	9%

****

C. STUDENT INDICES:

CHARACTERISTIC		ACRONYM	MEAN	PENNA. %ILE	NUMBER REPLYING
BACKGROUND	FATHER'S OCCUPATION	FOCC	37.8000	62	
	MOTHER'S OCCUPATION	MOCC	37.5500	49	
	PERCENTAGE OF MOTHERS WORKING	PCTMW	32.0000	52	
	FAMILY SOCIOECONOMIC STATUS	FAMSES	47.3200	60	
ATTITUDINAL	MORES--BOYS	MORESB	3.4100	55	
	MORES--GIRLS	MORESG	3.4300	55	
	PERSONAL VALUES	VALUES	3.9500	55	
	OCCUPATIONAL DESIRE	OCDESIRE	55.8700	48	
	OCCUPATIONAL EXPECTATION	OCEXPECT	53.3500	51	
DEMOGRAPHIC	SEX OF STUDENTS	SEX	1.5200	56	
	PREDICTED ACHIEVEMENT INDEX BY RACE	RACE	4.8300	20	
	ATTENDANCE	ATTEND	3.4200	55	

96

PERCENTAGE OF RESPONSES ON STUDENT INFORMATION ITEMS

****

<<< MORESB--MORESG >>>

AMONG THE QUALITIES LISTED BELOW, WHAT IS THE SINGLE BEST WAY TO GET TO BE IMPORTANT AND LOOKED UP TO BY OTHER STUDENTS IN THIS SCHOOL?

	FOR BOY	FOR GIRL
BEING BRIGHT, WELL-INFORMED, AND INTERESTING	29%	22%
DOING WELL IN SCHOOL (GRADES, TESTS, LEARNING)	5%	4%
BEING AN ATHLETIC STAR OR CHEERLEADER	25%	7%
COMING FROM THE RIGHT FAMILY	2%	2%
BEING ATTRACTIVE (GOOD-LOOKING, FUN TO BE WITH)	31%	58%

****

<<< VALUES >>>

AMONG THE QUALITIES LISTED BELOW, WHAT DO YOU FEEL IS MOST IMPORTANT TO YOU PERSONALLY, REGARDLESS OF WHAT OTHERS MAY CHOOSE?

BEING BRIGHT, WELL-INFORMED, AND INTERESTING	36%
DOING WELL IN SCHOOL (GRADES, TESTS, LEARNING)	15%
BEING AN ATHLETIC STAR OR CHEERLEADER	4%
COMING FROM THE RIGHT FAMILY	3%
BEING ATTRACTIVE (GOOD-LOOKING, FUN TO BE WITH)	28%

****

****

<<< RACE >>>

WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

BLACK	7%
WHITE	83%
AMERICAN INDIAN	1%
ORIENTAL	2.5%
PUERTO RICAN	2.5%
OTHER	2%

********** **********

<<< ATTEND >>>

HOW MANY DAYS WERE YOU ABSENT DURING THE PAST SCHOOL YEAR?

NONE	10%
1-5 DAYS	41%
6-10 DAYS	20%
11-15 DAYS	10%
MORE THAN 15 DAYS	11%

****

49

3. EQA GOALS, DISTRIBUTIONS AND KEY ITEMS:

****

****** GOAL I - SELF-UNDERSTANDING ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
97 AND ABOVE	19%	
93-96	20%	
88-92	22%	
83-87	19%	
82 AND BELOW	20%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: LIKE ME	UNLIKE ME
MY PARENTS UNDERSTAND ME.	52%	42%
THERE ISN'T MUCH OF A CHANCE FOR A PERSON LIKE ME TO SUCCEED IN LIFE.	10%	85%
I'M PROUD OF MY SCHOOL WORK.	49%	45%

****** GOAL II - UNDERSTANDING OTHERS ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
99 AND ABOVE	19%	
95-98	22%	
92-94	18%	
87-91	20%	
86 AND BELOW	21%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	I WOULD LIKE IT	I WOULDN'T MIND IT	I WOULD RATHER NOT	I WOULD DISLIKE IT	I CANNOT SAY
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE SKIN COLOR IS DIFFERENT FROM YOUR OWN?	9%	78%	2%	3%	3%
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE IDEAS ABOUT GOD ARE VERY DIFFERENT FROM YOUR OWN?	6%	76%	3%	4%	7%
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE FAMILY IS MUCH	6%	82%	2%	2%	3%

****** GOAL III - BASIC SKILLS: VERBAL ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
23 AND ABOVE	21%	
19-22	22%	
16-18	19%	
12-15	21%	
11 AND BELOW	17%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS

GOAL III-V HAS NO KEY ITEMS

****** GOAL III - BASIC SKILLS: MATH ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
24 AND ABOVE	21%	
20-23	23%	
17-19	19%	
14-16	17%	
13 AND BELOW	20%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS

GOAL III-M HAS NO KEY ITEMS

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****** GOAL IV - INTEREST IN SCHOOL ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
105 AND ABOVE	21%	
98-104	19%	
91-97	20%	
82-90	20%	
81 AND BELOW	20%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS				
	ALMOST ALWAYS	OFTEN	SOMETIMES	SELDOM	ALMOST NEVER
I LIKE SCHOOL.	20%	15%	35%	8%	15%
OUR SCHOOL BUILDING IS NICE TO BE IN.	26%	18%	28%	9%	13%
	YES	UNCERTAIN	NO		
I WOULD LIKE TO QUIT SCHOOL NOW OR AS SOON AS I AM 16.	3%	5%	87%		

****** GOAL V - CITIZENSHIP ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
164 AND ABOVE	20%	
174-183	20%	
164-173	20%	
150-163	20%	
149 AND BELOW	20%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS				
	NEVER	VERY SELDOM	SOMETIMES	MOST OF THE TIME	ALWAYS
IF A STORE CLERK GAVE ME TOO MUCH CHANGE, I WOULD RETURN THE EXTRA MONEY.	13%	11%	18%	22%	31%
	DISAGREE STRONGLY	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	AGREE STRONGLY
IT'S OKAY TO BREAK A SCHOOL RULE IF EVERYONE ELSE IS BREAKING IT.	41%	21%	22%	6%	4%

****** GOAL VI - HEALTH HABITS ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
131 AND ABOVE	19%	
126-130	21%	
121-125	20%	
113-120	20%	
112 AND BELOW	20%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS	
THE BEST TIME TO VISIT A DENTIST IS:		
	A. WHEN YOU THINK YOU NEED TREATMENT	5%
	B. WHEN YOU KNOW YOU NEED TREATMENT	4%
	C. AT REGULAR INTERVALS	80%
	D. AT THE FIRST SIGN OF A TOOTHACHE	3%
	E. WHEN YOU CAN'T STOP A TOOTHACHE	2%
JOHN PURCHASED A SECOND-HAND CAR WHICH WAS IN EXCELLENT CONDITION. IF YOU WERE JOHN, YOU WOULD CONSIDER IT A POOR SAFETY PRACTICE TO:		
	A. KEEP REGULAR CHECK ON THE CAR'S MECHANICAL CONDITION	8%
	B. REFUSE TO PICK UP HITCHHIKERS	8%
	C. BE COURTEOUS TO OTHERS USING THE ROAD	6%
	D. DRIVE CONSISTENTLY AT A VERY LOW SPEED	62%
	E. DRIVE ONLY WHEN ALERT	6%

****** GOAL VII-P - CREATIVE POTENTIAL ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
68 AND ABOVE	19%	
63-67	19%	
59-62	20%	
54-58	23%	
53 AND BELOW	19%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS	
*HOW OFTEN DO YOU LIKE TO FOOL AROUND WITH NEW IDEAS, EVEN IF THEY TURN OUT TO BE A TOTAL WASTE OF TIME?		
	A. ALMOST ALWAYS	12%
	B. FREQUENTLY	30%
	C. SOMETIMES	35%
	D. RARELY	12%
	E. NEVER	5%
*HOW CREATIVE DO YOU FEEL YOU ARE? HOW ABLE ARE YOU TO COME UP WITH NEW IDEAS THAT WORK?		
	A. HIGHLY CREATIVE	7%
	B. SOMEWHAT MORE CREATIVE THAN MOST	21%
	C. MODERATELY CREATIVE	46%
	D. SOMEWHAT LESS CREATIVE THAN MOST	15%
	E. NOT VERY CREATIVE	6%

****** GOAL VII-O - CREATIVE OUTPUT ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
149 AND ABOVE	20%	
138-148	20%	
131-137	19%	
124-130	22%	
123 AND BELOW	19%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS
GOAL VII-O HAS NO KEY ITEMS	

****** GOAL VIII - VOCATIONAL DEVELOPMENT ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
89 AND ABOVE	22%	
86-88	21%	
83-85	20%	
79-82	19%	
78 AND BELOW	18%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS	TRUE	FALSE
*YOU GET INTO AN OCCUPATION MOSTLY BY CHANCE.		13%	80%
*I HAVE LITTLE OR NO IDEA WHAT WORKING WILL BE LIKE.		20%	73%

****** GOAL IX - APPRECIATING HUMAN ACCOMPLISHMENTS ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
174 AND ABOVE	20%	
164-173	20%	
155-163	20%	
145-154	20%	
144 AND BELOW	20%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS		
	YES	MAYBE	NO
IF YOU HAD THE OPPORTUNITY, WOULD YOU LIKE TO ATTEND A SYMPHONY CONCERT?	24%	26%	44%
	AGREE	CANNOT SAY	DISAGREE
MOST WORKS OF ART ARE TOO DIFFICULT TO UNDERSTAND.	24%	39%	32%

****** GOAL X - PREPARING FOR A CHANGING WORLD ******

STUDENT DISTRIBUTION

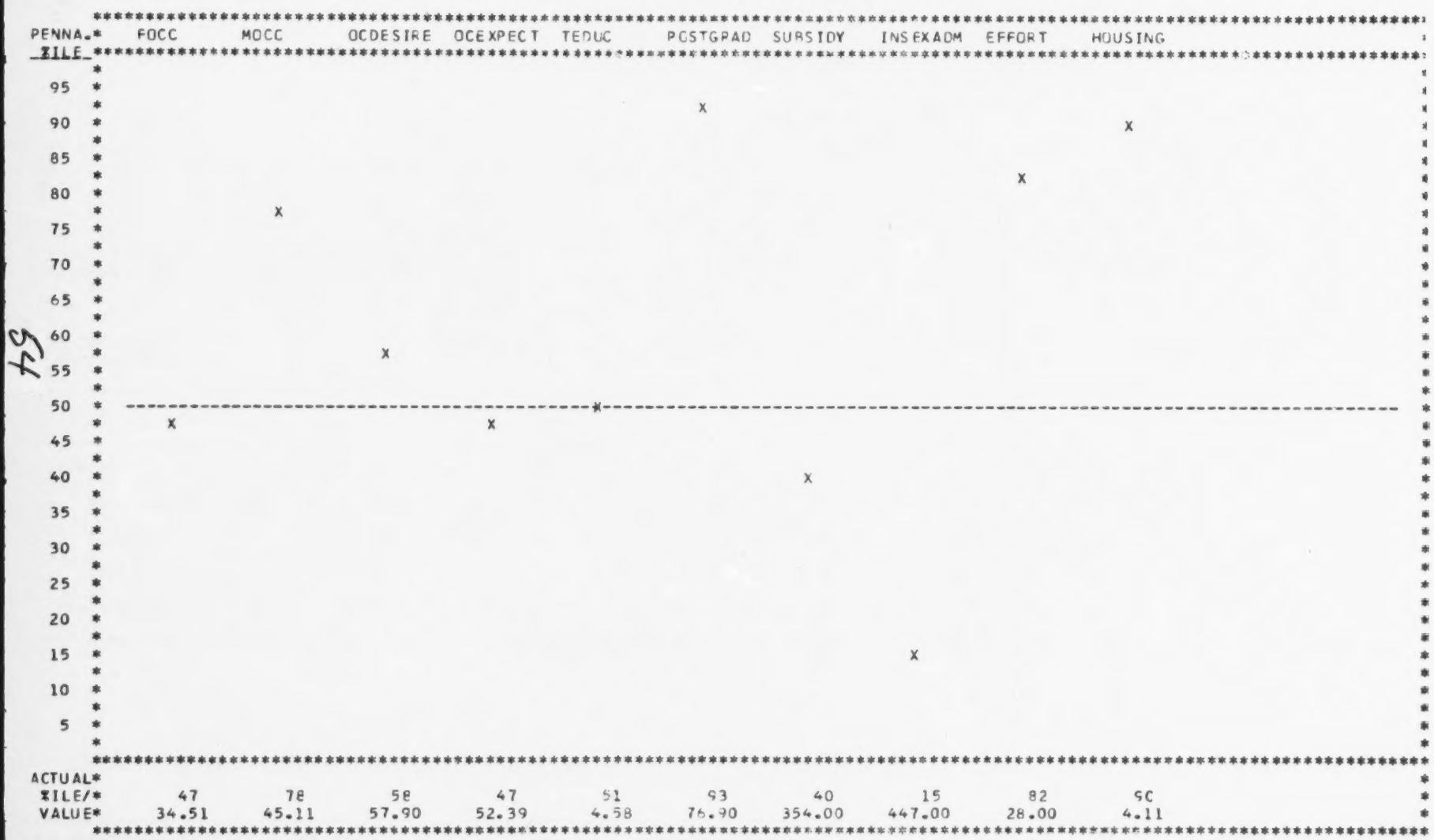
GOAL SCORE	STATE NORM	SCHOOL ACTUAL
118 AND ABOVE	21%	
110-117	20%	
103-109	19%	
94-102	20%	
93 AND BELOW	20%	

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS		
	I ACCEPT IT	I CANNOT SAY	I DO NOT ACCEPT IT
IN 1989 THERE WILL BE NO ATTENDANCE RULES. PUPILS CAN USE THE SCHOOL BUILDING AS MANY DAYS EACH YEAR AS THEY WISH. PUPILS CAN COME AND GO ANYTIME.	35%	12%	46%
IN 1989 THERE WILL BE NO REQUIRED SUBJECTS. PUPILS CAN TAKE ANY SUBJECTS THEY WISH.	53%	12%	29%

4. SES PROFILE:

SES CONDITION VARIABLES



SES = 0.7048

Appendices

PENNSYLVANIA DEPARTMENT OF EDUCATION QUALITY ASSESSMENT TEACHER QUESTIONNAIRE

DEBE 458 (7 70) (FORMERLY PIBE 458)

TM 002 313

ED 069812

INSTRUCTIONS: The information received will be massed and reported as relationships to student output. No individual information will be reported or identification be made. Respond to the items by blackening the appropriate space. Code the school name and number (available from representative). EXAMPLE: Are you a teacher? Yes ▬ No

USE PENCIL ONLY

TLOCALE
Where did you graduate from high school?

- In another country
- In Puerto Rico or another U.S. possession
- In another state in the United States
- In this state but outside this city or immediate area
- In this town, city, or immediate area

TSTABL
Where have you spent most of your life?

- In another country
- In Puerto Rico or another U.S. possession
- In another state in the United States
- In this state but outside this city or immediate area
- In this town, city, or immediate area

56 52

Type of institution where undergraduate degree was granted

- Do not have a college degree
- State college
- Liberal arts college or university

TCOLLEGE

How much formal education did your mother or female guardian have?

TMEDUC

- None
- Elementary
- Some secondary
- Graduated high school
- Some post-high school
- Graduated from college
- Masters degree
- Some work toward a Ph.D. or professional degree
- Completed Ph.D. or professional degree

Which of the following categories best describes the occupation of the principal wage earner in your family while you were growing up?

TFOCC

- Unskilled
- Semi-skilled worker, operative
- Skilled worker, craftsman, foreman
- Farmer
- Salesman, clerical and similar white collar
- Owner of small business
- Teacher, instructor
- Accountant, buyer, manager or official of a large enterprise
- Professional, doctor, lawyer

What characteristic do you think actually counts most in gaining professional recognition in this school system?

REACTL

- Quality and quantity of work done
- Dependability
- Imaginativeness, inventiveness, creativity
- Seniority
- Formal education completed
- How well one is liked by his immediate supervisor
- How well one is liked by the people in the central office

What characteristic do you think should count most in gaining professional recognition in this school system?

RECIDEA

- Quality or quantity of work done
- Dependability
- Imaginativeness, inventiveness, creativity
- Seniority
- Formal education completed
- How well one is liked by his immediate supervisor
- How well one is liked by the people in the central office

If you would like to be working in education five years from now, what would you like to be doing?

TCAREER

- I do not wish to be working in education five years from now
- Superintendent
- Administrator in a central office
- Principal or assistant principal
- Curriculum director, supervisor or coordinator
- Guidance or psychological service
- Research worker
- Special services (Speech, reading)
- Teacher
- I will retire within five years

What is your salary for the present school year?

- Less than $6000
- $6000 to $6600
- $6601 to $7200
- $7201 to $7800
- $7801 to $8400
- $8401 to $9000
- $9001 to $9600
- $9601 to $10,200
- $10,201 to $10,800
- Over $10,800

Total number years completed in your present position

TPPOS

- Less than one year
- 1 year
- 2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 20 or more years

PRINT SCHOOL NAME
Darken Matching Grids Below

SEX

Male Female

TAGE AGE Years	TEACHER NUMBER	SCHOOL NUMBER
20-24		
25-29		
30-34		
35-39		
40-44		
45-49		
50-54		
55-59		
60 or over		

APPENDIX A

OPTICAL SCANNING FORM by OPTICAL SCANNING CORPORATION

PENNSYLVANIA DEPARTMENT OF EDUCATION QUALITY ASSESSMENT TEACHER QUESTIONNAIRE

TEACHER NUMBER | SCHOOL NUMBER

PAGE 2
USE PENCIL ONLY

THE FOLLOWING STATEMENTS REFER TO ASPECTS OF ANY SCHOOL. PLEASE INDICATE WHAT EXTENT EACH OF THESE STATEMENTS DESCRIBES THE CLIMATE OF YOUR SCHOOL.

Almost Never | Infrequently | Sometimes | Frequently | Almost Always

TSATISF

I find my job very exciting and rewarding.....
I am just a cog in the machinery of this school.....
I feel involved in a lot of activities that go on in this school.....
I do things at school that I wouldn't do if it were up to me .....
I really don't feel satisfied with a lot of things that go on in this school.....
I have a lot of influence with my colleagues on educational matters .....

IN GENERAL, WHAT DO YOU FEEL IS THE RELATIVE INFLUENCE EACH OF THE FOLLOWING GROUPS OR PERSONS HAVE ON EDUCATIONAL MATTERS IN YOUR SCHOOL?

A great deal | Considerable | Some | Little | None

HOW MUCH RELATIVE INFLUENCE DO YOU THINK THESE GROUPS OR PERSONS OUGHT TO HAVE IN DETERMINING EDUCATIONAL MATTERS IN YOUR SCHOOL?

A great deal | Considerable | Some | Little | None

DISCREP

The local school board.....
Your superintendent .....
The principal of your school .....
You yourself.....
A small group of teachers .....
Teachers in general.....
Curriculum personnel (supervisor, director or coordinator)..
Students .....
Parents .....
Teacher organizations.....
Local colleges .....
Guidance and psychological personnel .....
Newspapers .....
P.T.A. (Parent-Teacher Association).....

HERE IS A LIST OF SOME CLASSROOM TEACHING PRACTICES. FOR EACH PRACTICE CHECK THE APPROPRIATE COLUMN AS IT PERTAINS TO YOU.

Am using it regularly | Use it occasionally | Have considered trying | Have never tried it | Don't agree with the practice

CLPRACT

Pupil participation in lesson planning.....
Pupil participation in classroom teaching.....
Having pupils work in small learning teams.....
Role playing (acting out situations).....
Use of games to aid learning.....
Pupil evaluation of classroom climate.....
Pupil participation in developing classroom rules.....
Involving pupils in community projects.....
Utilizing local citizens as resource personnel .....
Pupils as helpers or tutors of other pupils.....
Others .....

DEBE 458 PAGE 2

OPTICAL SCANNING CORPORATION

TM 002 314

APPENDIX B

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

ED 069813

SCHOOL INFORMATION

PHASE III - QUALITY ASSESSMENT PROGRAM

DEBE-461 (6/72)

DATE

INSTRUCTIONS: The questions which follow refer to the particular school which is participating in Phase III of the Quality Assessment Program. The name and number of the school appear below. Please answer the questions as accurately as you can since the accuracy of these answers is of utmost importance to your school's assessment program. Mark your answers as shown in examples.

Examples: If answer is 5 = [0][0][0][5] If answer is 53 = [0][0][5][3] If answer is 504 = [0][5][0][4]

NAME OF SCHOOL	SCHOOL DISTRICT	SCHOOL POSITION OF PERSON FILLING OUT THIS FORM	SCHOOL EQA NUMBER (1 - 3)

1. The number of staff personnel who spend at least one half their time in instructional activity in the school. **STAFFP** (4 - 6)

2. Total enrollment of the school as of October 1, 1972. **ENROLL** (7 - 10)

3. Number of library books which are available for student checkout. If a bookmobile serves the school, use the total books available at the building in a school year and place a check here ( ). **BOOKSP** (11 - 15)

4. Sum of hours worked in the school per week by all nonprofessional teacher aides including secretaries assigned to teaching staff and personnel whose primary function is to aid classroom teachers. (16 - 18)

5. Approximately what percentage of the residences in the area served by your school are best described as:

a. Expensive private homes		(19 - 21)
b. Moderate priced homes		(22 - 24)
c. Low cost homes	**HOUSING**	(25 - 27)
d. High rental apartments		(28 - 30)
e. Moderate rental apartments		(31 - 33)
f. Low rental apartments		(34 - 36)

FOR USE BY HIGH SCHOOLS ONLY

6. Number of personnel who spend at least 50 per cent of their time as guidance counselors, i.e., personnel whose specific duties are those of counseling and advising students. **GUIDANCE** (37 - 38)

7. Holding power of this high school, record as per cent to one decimal place. **HOLDING** (39 - 41)

$$\frac{\text{Graduating Class of 1972 + Transfers - New Students}}{\text{10th Grade Enrollment, September, 1969}}$$

Transfers refers to those students who left school after beginning 10th grade to attend another school, including full-time vocational students. Also include as transfers all students beginning 10th grade who have died, have become physically or mentally incapacitated or committed to a correctional institution. (Refer to DEBE-482, Summary of Annual Attendance Report, Item 21, Withdrawals, W_1 to W_5 inclusive, W_9, W_{10}, W_{11}, W_{12}, and W_{14}.)

ED 069813

CHECK EVERY GRADE LEVEL HOUSED IN SCHOOL BUILDING

K	1	2	3	4	5	6	7	8	9	10	11	12	Nongraded	Special Ed.
(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)

ERE IS A LIST OF SOME RELATIVELY NEW EDUCATIONAL PRAC-CES. FOR EACH PRACTICE CHECK THE APPROPRIATE BLOCK AS PERTAINS TO THE PARTICIPATING SCHOOL **INNOVATE**	HAVE NEVER TRIED IT	DON'T AGREE WITH THE PRACTICE	HAVE CONSIDERED TRYING IT	USE IT OCCASION-ALLY	AM USING IT REGULARLY
	1	2	3	4	5
INDEPENDENT STUDY. Regularly scheduled work by individual pupils with a minimum of teacher direction (57)					
NONGRADED CLASSES. Pupils are assigned to classes on the basis of ability without regard to traditional one-year steps (58)					
TEACHER AIDES. Regular employment of persons to assist the teacher in the classroom in administrative and other nonteaching functions (59)					
LAY READERS. Regular employment of persons to assist the teacher in reading and grading the written work of pupils (60)					
PROGRAMMED INSTRUCTION. The use of educational material so designed that each pupil works at his own pace through sequential steps, receiving immediate indication of the correctness of response he has given to programmed questions. May or may not involve mechanical devices or "machines" (61)					
WORK EXPERIENCE PROGRAMS. Programs in which students, while in school or on vacation, undertake employment under school guidance directly related to their educational courses (62)					
INSTRUCTIONAL TELEVISION. Regularly scheduled in-class viewing of televised instruction coordinated with instruction on the same material by the classroom teacher (63)					
FLEXIBLE SCHEDULING. Situation in which class size, length of class meetings, number and spacing of classes are varied according to an assessment of the nature of the subject, type of instruction and ability and interest of students (64)					
STUDENT TUTORING PROGRAM. Students who excel in a given subject area volunteer to help students having difficulty in that area (65)					
LANGUAGE LABORATORY. Audio equipment arranged to permit individual members of a class to hear speech, practice speaking and hear play back (66)					
OTHER (SPECIFY). (67)					
FOR ELEMENTARY SCHOOLS ONLY	1	2	3	4	5
DEPARTMENTALIZATION (68)					

Does your school have the services of a guidance counselor assigned specifically to the elementary school program on a regular basis? (69)

(2) ☐ Yes (1) ☐ No

FOR BUREAU USE ONLY

Insexadm ☐☐☐ (70-72)

Subsidy ☐☐☐ (73-75)

Effort ☐☐☐ (76-78)

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APPENDIX C
LIST OF OCCUPATIONS FOR MOCC, FOCC, OCDESIRE AND OCEXPECT

HEALTH SERVICES

001 Dentist
002 Physician, Osteopath, or Surgeon
003 Pharmacist
004 Optometrist or Chiropractor
005 Veterinarian
006 Medical or Dental Technician
007 Nurse
008 Practical Nurse
009 Hospital Attendant

EDUCATION

010 Administrator
011 Teacher or Instructor
012 Librarian
013 Library Assistant or Teacher Aide

INDUSTRY - FACTORY

014 Industrial Foreman
015 Toolmaker
016 Stationary Engineer
017 Metal Worker
018 Machinist
019 Millwright
020 Jobsetter
021 Welder or Flame-Cutter
022 Metal Filer, Grinder, or Polisher
023 Craneman, Derrickman, or Hoistman
024 Furnaceman, Smelterman, or Pourer
025 Operator of Industrial Equipment
026 Operator in Laundry
027 Metal Molder
028 Quarry Worker
029 Packer, Wrapper, or Grader
030 Laborer
031 Textile Spinner or Weaver
032 Motorman
033 Miner

CONSTRUCTION

034 Architect
035 Manager, Owner, or Official
036 Electrician
037 Foreman
038 Plumber
039 Brickmason, Tilesetter, or Glazier
040 Plasterer
041 Stone Mason, Cutter or Carver
042 Heavy Equipment Operator
043 Cabinetmaker
044 Carpenter
045 Painter
046 Roofer
047 Paperhanger, Carpet or Tile Layer
048 Laborer
049 Lumberman

TRANSPORTATION

050 Pilot
051 Manager, Owner, or Official
052 Locomotive Engineer
053 Railroad Conductor
054 Locomotive Fireman
055 Railroad Brakeman or Switchman
056 Inspector of Vehicles
057 Dispatcher
058 Deliveryman
059 Bus Driver
060 Shipping Clerk
061 Truck Driver
062 Taxi Driver
063 Laborer

COMMUNICATION OR PUBLIC UTILITY

064 Editor, Reporter, or Author
065 Manager, Owner, or Official
066 Technician
067 Postmaster
068 Foreman
069 Lineman or Serviceman
070 Telephone or Telegraph Operator
071 Laborer

SERVICE WORKERS

072 Printing Craftsman
073 Decorator
074 Policeman or Detective
075 Fire Fighter
076 Appliance/Office Machine Repairman
077 Butcher
078 Mechanic
079 Tailor
080 Baker
081 Equipment Maintenance Man
082 Service Station Attendant
083 Member of Armed Forces
084 Watchman or Guard
085 Barber or Beautician
086 Waiter, Waitress, or Bartender
087 Cook
088 Janitor or Cleaning Woman
089 Sanitation Worker

AGRICULTURE

090 Landscaper or Tree Surgeon
091 Farm Manager
092 Farmer
093 Laborer

CLERICAL WORKERS

094 Stenographer, Typist, or Secretary
095 Mail Carrier or Clerk
096 Bank Teller
097 Bookkeeper
098 Office Machine Operator
099 Cashier or Office Clerk
100 Collector
101 Messenger

SALES WORKERS

102 Stock Broker
103 Advertising Agent
104 Insurance Agent
105 Industrial Sales Worker
106 Real Estate Agent
107 Wholesale Trade Sales Worker
108 Retail Trade Sales Worker

BUSINESS OTHER THAN SALES

109 Personnel Worker
110 Accountant or Auditor
111 Buyer or Purchasing Agent
112 Credit Man
Manager, Owner, or Official
113 of a Bank or Finance Institution
114 of an Insurance Company
115 of a Real Estate Agency
116 of an Industry
117 of a Wholesale Trade
118 of a Car Dealership
119 of a Department, Clothing or Furniture Store
120 of a Hardware, Implement or Building Material Supplier
121 of a Food Store
122 of an Eating Place or Drinking Place
123 of a Repair Service
124 of a Service Station
125 of a Junkyard

OTHER PROFESSIONAL AND TECHNICAL WORKERS

126 Lawyer or Judge
127 Engineer
128 Social Scientist
129 Natural Scientist
130 Draftsman or Artist
131 Social Worker
132 Undertaker
133 Clergyman
134 Musician or Entertainer
135 Photographer
136 Surveyor
137 Dietitian

SPECIAL

200 Housewife
300 Unemployed
400 Pensioned
500 Student
600 Not Living at Home
700 Deceased

APPENDIX D

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS